

Heritage Elementary

1592 Geer Hwy
Travelers Rest, SC 29690

Grades	K-5 Elementary School	
Enrollment	617 Students	
Principal	Martha Kinard	864-355-6001
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	51	2	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Below Average	No

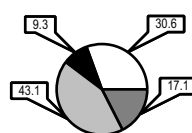
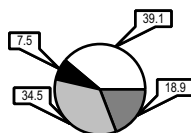
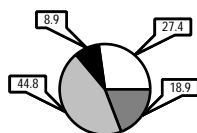
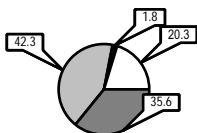
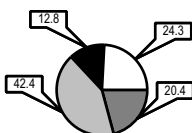
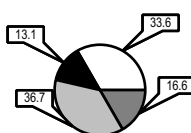
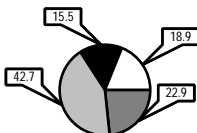
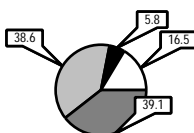
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	295	95.9	17.5	43.5	37.2	1.9	50.2	Yes	Yes
Gender									
Male	148	94.6	26.1	40.3	32.8	0.7	42.5	N/A	N/A
Female	147	97.3	8.9	46.7	41.5	3.0	57.8	N/A	N/A
Racial/Ethnic Group									
White	257	95.3	16.3	43.3	38.2	2.1	51.5	Yes	Yes
African American	33	100.0	25.0	43.8	31.3	0.0	40.6	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	248	99.2	15.3	42.6	40.0	2.1	54.0	N/A	N/A
Disabled	47	78.7	32.4	50.0	17.6	0.0	23.5	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	95.9	17.5	43.5	37.2	1.9	50.2	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	95.9	17.2	43.4	37.5	1.9	50.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	91.0	19.0	45.7	35.3	0.0	43.1	Yes	Yes
Full-pay meals	161	100.0	16.3	41.8	38.6	3.3	55.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	295	96.3	25.2	45.9	19.6	9.3	44.4	Yes	Yes
Gender									
Male	148	95.3	25.2	47.4	17.0	10.4	43.0	N/A	N/A
Female	147	97.3	25.2	44.4	22.2	8.1	45.9	N/A	N/A
Racial/Ethnic Group									
White	257	95.7	21.4	46.2	22.2	10.3	49.1	Yes	Yes
African American	33	100.0	56.3	37.5	3.1	3.1	12.5	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	248	99.6	21.6	46.6	22.0	9.7	47.9	N/A	N/A
Disabled	47	78.7	50.0	41.2	2.9	5.9	20.6	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	96.3	25.2	45.9	19.6	9.3	44.4	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	96.2	25.4	45.5	19.8	9.3	44.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	91.8	31.6	47.9	10.3	10.3	30.8	Yes	Yes
Full-pay meals	161	100.0	20.3	44.4	26.8	8.5	54.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	295	99.7	38.9	34.6	18.9	7.5	26.4
Gender							
Male	148	99.3	37.6	33.3	21.3	7.8	29.1
Female	147	100.0	40.3	36.0	16.5	7.2	23.7
Racial/Ethnic Group							
White	257	99.6	34.0	36.5	20.9	8.6	29.5
African American	33	100.0	68.8	25.0	6.3	0.0	6.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	248	99.6	34.7	34.7	21.6	8.9	30.5
Disabled	47	100.0	61.4	34.1	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	99.7	38.9	34.6	18.9	7.5	26.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	99.7	38.5	34.9	19.1	7.6	26.6
Socio-Economic Status							
Subsidized meals	134	99.3	52.0	29.1	14.2	4.7	18.9
Full-pay meals	161	100.0	28.1	39.2	22.9	9.8	32.7

Social Studies							
All Students	295	99.7	30.4	43.2	17.1	9.3	26.4
Gender							
Male	148	99.3	31.9	38.3	16.3	13.5	29.8
Female	147	100.0	28.8	48.2	18.0	5.0	23.0
Racial/Ethnic Group							
White	257	99.6	29.1	43.0	17.6	10.2	27.9
African American	33	100.0	40.6	46.9	9.4	3.1	12.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	248	99.6	23.3	46.6	19.5	10.6	30.1
Disabled	47	100.0	68.2	25.0	4.5	2.3	6.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	99.7	30.4	43.2	17.1	9.3	26.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	99.7	30.2	43.5	16.9	9.4	26.3
Socio-Economic Status							
Subsidized meals	134	99.3	40.2	40.9	11.8	7.1	18.9
Full-pay meals	161	100.0	22.2	45.1	21.6	11.1	32.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	91	100.0	15.1	38.4	43.0	3.5	46.5
	4	101	99.0	22.8	54.3	22.8	0.0	22.8
	5	83	97.6	24.7	57.1	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	95.2	11.6	36.8	47.4	4.2	51.6
	4	88	97.7	25.6	42.7	30.5	1.2	31.7
	5	102	95.1	16.3	51.1	32.6	0.0	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	91	100.0	16.3	51.2	20.9	11.6	32.6
	4	101	100.0	28.3	43.5	21.7	6.5	28.3
	5	83	98.8	37.2	44.9	15.4	2.6	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	96.2	19.8	55.2	17.7	7.3	25.0
	4	88	97.7	29.3	37.8	25.6	7.3	32.9
	5	102	95.1	27.2	43.5	16.3	13.0	29.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	91	100.0	36.0	44.2	16.3	3.5	19.8
	4	101	100.0	38.0	35.9	19.6	6.5	26.1
	5	83	100.0	38.5	42.3	12.8	6.4	19.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	37.0	40.0	18.0	5.0	23.0
	4	88	100.0	33.3	35.7	21.4	9.5	31.0
	5	102	99.0	45.8	28.1	17.7	8.3	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	91	100.0	22.1	58.1	15.1	4.7	19.8
	4	101	100.0	17.4	55.4	16.3	10.9	27.2
	5	83	100.0	32.1	39.7	17.9	10.3	28.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	26.0	44.0	22.0	8.0	30.0
	4	88	100.0	32.1	35.7	25.0	7.1	32.1
	5	102	99.0	33.3	49.0	5.2	12.5	17.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 617)				
First graders who attended full-day kindergarten	93.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.3%	Down from 3.9%	2.8%	2.8%
Attendance rate	96.4%	Up from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Up from 2.2%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Up from 2.6%	0.1%	0.0%
Eligible for gifted and talented	10.4%	Down from 12.4%	12.9%	10.4%
On academic plans	42.5%	N/AV	31.6%	33.6%
On academic probation	1.0%	N/AV	1.3%	1.0%
With disabilities other than speech	10.1%	Up from 9.8%	7.7%	7.5%
Older than usual for grade	0.8%	Up from 0.3%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	51.3%	Up from 41.7%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.1%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	92.9%	Down from 93.3%	88.9%	87.3%
Teacher attendance rate	94.5%	Up from 94.0%	95.0%	94.9%
Average teacher salary	\$41,751	Up 2.8%	\$42,818	\$42,485
Prof. development days/teacher	11.0 days	Down from 14.5 days	13.9 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 20.4 to 1	18.9 to 1	18.6 to 1
Prime instructional time	89.1%	Up from 88.0%	90.1%	89.7%
Dollars spent per pupil*	\$5,540	Up 4.4%	\$6,395	\$6,557
Percent of expenditures for teacher salaries*	61.7%	Down from 62.9%	65.0%	64.0%
Percent of expenditures for instruction*	66.5%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Throughout the 2005-2006 school year, Heritage continued its pursuit of excellence. Our committed staff continues to provide outstanding quality learning and a loving environment. We keep our focus on moving students to higher levels of learning and self-recognition.

Our school continues to make progress on PACT and recognizes areas to strengthen. As part of our plan for growth and improvement, Heritage continues to implement the International Baccalaureate (IB) Primary Years Program. Through guided inquiry, students utilize problem-solving strategies and meet high academic expectations as they become culturally aware and world ready. The IB Profiles and Attitudes are incorporated throughout the curriculum. This helps our students excel in the affective domain.

Heritage is also committed to arts integration and has partnered with the Peace Center of Performing Arts to participate in a professional development experience to train teachers in our building on how to maximize instruction through arts integration. We continue our strong partnership with North Greenville College and Furman University to promote quality teaching and learning through our collaboration.

Heritage will continue to address the academic needs of all students. Please note our goals for improvement as we continue to provide the best possible learning environment for children:

1. Raise the academic challenge and performance of each student.
2. Heritage students will be challenged through inquiry-based experiences.
3. Heritage teachers will be trained in available technology software and hardware.
4. Develop and maintain strong, meaningful partnerships with parents.
5. Students, parents, and staff will share the responsibility for improving student learning and behavior.

Respect, responsibility, and integrity will be evident.

Martha Kinard, Principal
Henry Wood, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	91	53
Percent satisfied with learning environment	100.0%	94.3%	98.1%
Percent satisfied with social and physical environment	97.3%	92.9%	94.1%
Percent satisfied with school-home relations	94.6%	90.4%	88.2%

*Only students at the highest elementary school grade level at this school and their parents were included.